

# ROOSEVELT ACADEMIC PLANNING KICK-OFF MEETING

Wednesday, July 2, 2014

*\*\*Meeting notes are in blue italics denoted by a “→” bullet\*\**

## Meeting agenda

Time	Agenda item	Guiding questions
3:30 – 3:40pm	Introductions	<ul style="list-style-type: none"><li>Who are the members of the Roosevelt academic planning team?</li></ul>
3:40 – 3:50pm	Framing the academic planning process	<ul style="list-style-type: none"><li>What is the purpose of the Roosevelt academic planning team?</li><li>How will we ensure we have broad representation of the Roosevelt community?</li></ul>
3:50 – 4:00pm	Norms and logistics	<ul style="list-style-type: none"><li>What are our norms for working together?</li><li>How often will we meet?</li><li>Who needs to be present?</li><li>What does time between meetings look like for communications/next steps?</li></ul>
4:00 – 4:55pm	Vision-setting	<ul style="list-style-type: none"><li>When a student graduates from Roosevelt HS, what skills, interests, and experiences does s/he leave with?</li><li>What should the academic experience feel like for Roosevelt HS students?</li><li>What should the halls of Roosevelt HS feel like for its students?</li></ul>
4:55 – 5:00pm	Next steps	<ul style="list-style-type: none"><li>What items need to be followed up on?</li><li>Who is responsible?</li></ul>

## I. Getting to know you (10 minutes)

What is your name?



Where do you work?



How many siblings do you have?



→ **Attendees (See Roosevelt Academic Planning Team Contact List document for contact info):**

1. Jalair Flynn,
2. Tracy Eichelberger, Chief of Transformation, Roosevelt HS
3. Nkenge Cunningham,
4. Marvin Ochoa, Georgia Avenue Collaborative
5. Kate McNamee, Coordinator, Embassy Adoption Program, DCPS
6. Elba Garcia, Director, Language Acquisition, DCPS
7. Michael Craig, Specialist, Secondary Instructional Design, Inclusive Programming, DCPS
8. Terrence James, Manager, Transition, DCPS
9. Amber Oliver,
10. Miesha Thompson,
11. Vernard Howard,
12. Themba Masimini, Office of Youth Engagement
13. Emily Durso, Chief of Planning and Postsecondary Readiness, DCPS
14. Ivor Mitchell, Principal, Roosevelt HS

15. Traci Dennis, Manager, Secondary Curriculum, DCPS
16. Shanita Burney, Director, Family and Community Engagement, DCPS
17. Jane Spence, Deputy Chief, Secondary Schools, DCPS
18. Anjali Kulkarni, Deputy Chief, School Planning
19. Emily Nixon, Coordinator, School Design, DCPS

## II. Framing the academic planning process (10 minutes)

- Purpose of academic planning team: The purpose of the Roosevelt Planning Team is to create a robust and inspiring academic program for the new vision for Roosevelt High School. In addition, the team will plan for supports that will enable Roosevelt students, current and future, to leave high school prepared and excited for college and career opportunities. The planning process will also include planning operations to ensure this new vision is well-resourced and well-attended and executing on these operations plans to get to the first day of SY15-16, when the modernized Roosevelt building opens.
  - *Meeting dates and times are available to everyone if you want to attend. Not everyone needs to go to every single meeting*
  - *Want contact info and teams*
  - *Can we include recent grads in this program?*
- Key questions to be answered through planning process:

### Key Questions for the Planning Team

- ? **Educational vision:** What college and career readiness vision for students are we working backwards from? How does “international studies” tie into this vision?
- ? **School culture:** How do we want Roosevelt students and staff to “feel” about their experience?
  - **College/Career:** How do we build on the college/career-oriented culture that is already in place to align with the international studies theme?
- ? **Academic plan:** How does the “International Studies” theme translate to academic programming?
  - **Models:** Are there models we want to emulate? Are there non-examples we want to learn from?
  - **Course offerings:** What specialty courses will be offered that align with this theme? Are there honors/AP courses offered? Which courses are requirements and which are electives?
  - **Graduation requirements:** Will graduation requirements remain the same or will additional courses be added? Is there a capstone project involved for every student?
  - **Scheduling:** How is scheduling impacted by course requirements and course offerings?
  - **Staffing:** How does current staffing model lend itself to the international model?
  - **Alignment:** How can we create vertical alignment to ES/MS feeders?
- ? **Additional experiences/skills:** What additional programming (internships, international trips) will be required/offered?
  - **“Soft skills”:** What soft skills do we want to emphasize throughout the Roosevelt experience?
  - **Counseling:** What does counseling/guidance look like?
- ? **Support:** What support do we need to ensure we have a robust set of offerings?
  - **Partnerships:** What organizations do we want to partner with?
  - **Budget/resources:** How much do we need to budget for additional programming? When do we need to have this list complete?
  - **Additional staff:** What human capital resources do we need? Are there specialized positions that we need to add?
  - **School day:** Do we need extended day/year? If so, how would time be used effectively? Would staff support it?
  - **Professional development:** What PD is required for staff? When? Who provides it?
  - **Classroom resources:** What classroom resources do we need to support these course offerings (textbooks, technology, etc.)? What is the timeline for procuring these resources?
- ? **Enrollment:** How do we ensure enrollment? Are there enrollment targets for SY15?

- **Marketing:** What is the “value proposition” for Roosevelt? Why should students enroll?
- **Enrollment timeline:** What is the enrollment campaign effort prior to December and afterwards?
- **Enrollment resources:** Do we need additional resources to support this effort?
- ? **Impact on current Roosevelt students:** What are the implications for current Roosevelt students? How do we ensure current students get exposure to new offerings?
- ? **Preparation:** How do we ensure struggling students have access to international studies offerings? How we ensure students in language acquisition tracks and special needs students can access the offerings?

### III. Norms and logistics (10 minutes)

- Logistics:
  - Logistics proposal: Meeting biweekly with “core planning team” (project lead + Roosevelt staff) attending each meeting, invited DCPS experts to relevant meetings
  - Community engagement proposal: Meeting with community every 4-6 weeks to get input on academic planning team recommendations
- *Will change the meeting to biweekly. Will provide a schedule and requests for when to plug into the process.*
- *Will be next steps for each meeting. Might be good for people to bring things to the meetings. Some kind of preparation for every meeting.*
- *Timeline: Want to have a strong and largely complete plan by October*
- *Want to solicit input of the larger group and the community without needing everyone to attend – surveys?*
- *Community input*
  - *Model: Present some decisions every 4-6 weeks and get their input. Community will be a panel/cabinet, 2 students, 2 current parents, 1 alum, prospective parents from feeders (creating a process to ensure they’re represented), someone who represents the school community (Mr. Ochoa)*
- Norms:
  - Tech on task
  - Stay engaged
  - Prepare
  - Disagree but commit
- *Send any items ahead of time in the meeting*
- *Identify who is an expert in what with the contact sheets/what their interaction is with the process*
- *Will send out notes at the end of each meeting*

### IV. Vision-setting (55 minutes)

- Key questions: When a student graduates from Roosevelt HS, what skills, interests, and experiences does s/he leave with? What should the academic experience feel like for Roosevelt HS students? What should the halls of Roosevelt HS feel like for its students?
- Vision-setting process:
  - 1) Divide into 2-3 groups. Each group must include one Roosevelt staff member and one DCPS staff member. (5 minutes)
  - 2) Discuss and agree upon exactly three answers to each of the three questions above. Answers should require no explanation but rather be a word or a short phrase. (25 minutes)
  - 3) Share out with the group. (10 minutes)
  - 4) Group discussion about which vision recommendations we should prioritize (15 minutes)

- *When a student graduates from Roosevelt HS, what skills, interests, and experiences does s/he leave with?*
  - *College and career ready*
  - *Strong writing skills*
  - *Fluency in English and a foreign language – make it a 4-year graduation requirement?*
  - *“Rich and robust experiences” including after-school programs, partnerships with community organizations and local businesses, internship experiences, and athletic opportunities*
  - *Want the experience to be rich in terms of diversity*
  - *CTE academies in business administrations and culinary and EMT*
  - *Life skills including financial literacy*
  - *Partnerships with IMF/World Bank*
  - *Distance learning with students from other parts of the country/world*
  - *Critical thinking skills*
  - *Ability to manage project-based work*
  - *Earned college credits*
  - *Explicit preparation in workforce that puts them on a path to a career*
  - *Exposure to social experiences to develop skills in interacting with different kinds of people*
  - *Opportunity to specialize in a particular area of study*
- *What should the academic experience feel like for Roosevelt HS students?*
  - *Should have teachers that have been given PD in culturally competent instruction*
  - *Experience should be “a supported challenge”*
  - *Respectful of each student’s culture and ability level*
  - *Personal ownership of school environment*
  - *“Refreshing, stimulating, challenging, and inspiring”*
  - *Relevant to students’ lives*
  - *Welcoming to all students (inclusive)*
  - *Partnerships with commerce department and state department in keeping with international theme*
  - *Need to intentionally dispel myths that come with different cultures*
  - *Intentional about special needs students – ensuring we offer all courses to them as well*
  - *Blended learning in classrooms (international pen pals via skype?)*
  - *Connected to their communities*
  - *Global perspective*
  - *International theme in every course (or most) – all experiences should be aligned to the theme*
  - *Capstone project for seniors that relates to international theme*
  - *Every student has opportunity to travel abroad*
  - *College ready and career ready should be equivalent so that students have options when they graduate*

## V. Next steps (5 minutes)

Summarize next steps and those responsible.

- *Compile list of invitees that includes contact information and role description*
- *Send out meeting minutes*